

CONTRIBUTION OF EMOTIONAL INTELLIGENCE AND MANAGERIAL CAPABILITIES ON PERFORMANCE OF HEAD OF TK/PAUD IN THE DISTRICT OF LANDASAN ULIN

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Abstract: This study aimed to describe the contribution of: (1) emotional intelligence on the performance of the head of TK/PAUD in the District of Landasan Ulin, (2) the managerial ability of the performance of the head of TK/PAUD in the District of Landasan Ulin (3) emotional intelligence and managerial capability collectively equal to the performance of the head of TK/PAUD in the District of Landasan Ulin. The study population was head of TK/PAUD were civil servants and non-civil servants in the district of Landasan Ulin Banjarbaru totaling 34 people. Samples were taken using the whole subject as a sample, also called total population sampling, sampling totaling 34 people. The data collection technique using a Likert scale questionnaire. Testing the validity of the instrument used Pearson Product Moment Correlation. Reliability of Instrument is tested using techniques Cronbach Alpha. Data collected is analyzed with descriptive analysis with simple regression and regression analysis requirements hypothesis using normality test, multicollinearity, heteroskedasticity, and autocorrelation. The results of this study indicate that (1) There is a contribution of emotional intelligence on the performance of the head of TK/PAUD in the district Landasan Ulin, (2) There are contributions of managerial capabilities to the performance of the head of TK/PAUD in the District Landasan Ulin, (3) There is a contribution of emotional intelligence and managerial capabilities to the performance of the head TK/PAUD in the District of Landasan Ulin. Based on these results suggested (1) The head of the school in order to improve the managerial capacity and has a good emotional intelligence so as to enhance the performance of the head of TK/PAUD itself, (2) Management of the foundation, if it wants to improve the quality of performance of the principal, trustee clever the filter officials principals who are competent in the managerial competence and emotional intelligence that makes it easy to increase performance and achieve its vision and mission education in the foundation, (3) Supervisors are expected to have insight about the concept of managerial and emotional intelligence so as to further improve the quality of supervision in fixing, improve and help develop the performance of the principal.

Keywords: Emotional Intelligence, Managerial Capabilities, Performance Head of TK/PAUD

1. Introduction

Decentralization of education is the delegation of authority by the central government to regional governments in order to regulate in the field of education. In the framework of education decentralization in question, schools have implemented SBM, a school management model that gives schools more authority to manage and manage schools based on the resources that the school has (Rizalie & Aslamiah, 2015). And then principals have broader authority in determining the achievement of goals in order to lead to the success and effectiveness of education and improve the quality of education. Improving the quality of education is influenced by work habits, work culture and interconnected organizational culture (Suriansyah, 2014). Almost everyone is subject to education and education because education is never separate from human life (Adriyani, ngadimun, & Suriansyah, 2018). Quality education requires the availability of professional services for teachers and education staff (suriansyah & Aslamiah, 2015). Some important factors in the implementation of improving the quality of education in schools are the leadership of good principals (Suhaimi & Effendi, 2018). To realize a quality school, of course depends entirely on school leaders, namely the principal who is able to move and direct his subordinates towards the goals to be achieved by the school (Normianti, Aslamiah, & Suhaimi, 2019). Increasing effectiveness at school is largely determined by the performance of the principal. Performance is the level of success of an employee in completing work (Wati, Suriansyah, & Effendi, 2017). Principals who perform well are shown in the management ability of school principals who are able to: (a) describe available resources to provide adequate support for teachers, teaching materials and maintenance of good facilities; (b) provide sufficient time for the management and coordination of instructional processes; (c) communicate regularly with staff, parents, students and the community concerned. The elements that underlie leadership in achieving goals are ability to influence others (group/subordinate) (Kardata, Mahrita, & Aslamiah, 2018) the principal as administrator and manager of education is expected to have good managerial skills, because with good managerial abilities the principal will be able to carry out management duties and good functions. The principal is responsible for the smoothness and success of all departments and formal management of the school to his supervisor or informally to the community (Suhaimi & Khalik, Kepemimpinan Transformasional Kepala Sekolah Pada SMP 4 Muhammadiyah, 2018).

From preliminary observations, there is often a devolution of tasks from principals to school staff, this results in the seemingly low leadership function of principals in Indonesia. Most principals tend to only handle administrative problems, monitor teacher attendance or make reports to supervisors, and show their role as professional leaders. Provisional observations that the headmaster appointed is often not equipped and equipped with adequate managerial skills or competencies,

but still fully believes in the elements of seniority or fulfillment in terms of rank and class. The results of observations in the field at TK / PAUD in the district Landasan Ulin is that some principals who have less managerial skills and less emotional intelligence. Emotional intelligence is the ability to feel. The key to emotional intelligence is in honesty of conscience (Rahmawati, Ahmad, & Suriansyah, 2019) The lack of self-awareness to enrich the knowledge in terms of managerial organization and emotional instability will influence the policies that come out when leading will have a definite influence on the performance of the principal itself. This phenomenon is very interesting to study more deeply through a study focused on the title of research on the contribution of Emotional Intelligence and Managerial Ability to the Performance of the Heads of TK/PAUD in the District of Landasan Ulin.

2. Methodology

This research is basically a quantitative approach. Quantitative research is research that is based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally done randomly, data collection uses research instruments, data analysis is quantitative / statistical in order to test predetermined hypotheses (Sugiono, 2007). While the method used in this research is descriptive method. Descriptive research is studying the problems in the community, as well as the procedures that apply in society and certain situations, including about relationships, activities, attitudes, views, and ongoing processes and influences from a phenomenon (Moh. Nasir, 2005). The research design used aims to determine the significance of the contribution of emotional intelligence and managerial ability of the principal to the performance of the principal itself. Thus there can be two independent variables and one dependent variable. The independent variables are emotional intelligence (X1) and managerial ability (X2). While the dependent variable is the performance of the principal (Y). The population in this study were all the heads of TK / PAUD in the Landasan Ulin District (PNS / non PNS), which numbered 34 people.

Population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics set by researchers to be studied and then conclusions drawn (Sugiyono, 2013) The questionnaire used is in the form of a Likert scale that provides alternative answers with a score of 1 to 5.

The results of the trial of emotional intelligence instrument (X1) obtained 40 items of valid statements, managerial ability instruments (X2) obtained 20 items of valid statements and instruments principal performance (Y) obtained 60 valid statements.

Reliability test results show that the emotional intelligence instrument, managerial ability and performance of the principal have a coefficient > 0.60 so that all three instruments are reliable. The three instruments used to dig data meet the requirements of the proposed test.

3. Findings and Discussion

This research was carried out based on the Letter from the Chair of the Lambung Mangkurat University Education Management Master Study Program No. 039 / H8.4.1.2.2 / PS / 2016 dated March 21, 2016 concerning permit for research as well as the Letter of Integrated Licensing and Investment Services Agency of the City of Banjarbaru with No. 584 / VII / BPPT & PM / 2016 dated July 27, 2016 regarding recommendations for conducting research in the TK/PAUD in the district of Landasan Ulin.

Based on the calculated average value obtained from the value of the variable emotional intelligence (X1), it can be concluded that the variable emotional intelligence (X1) head of TK / PAUD in the District of Landasan Ulin Foundation is in the moderate category. While the calculated average value obtained from the managerial ability variable value (X2), it can be concluded that the managerial ability variable (X2) of the TK / PAUD head in the District of Landasan Ulin is highly categorized. And based on the calculated average value obtained from the variable value of the Principal's Performance (Y), it can be concluded that the variable performance of the head of TK / PAUD (Y) in the District of Landasan Ulin is high category

Multicollinearity test with SPSS 20 was carried out by regression test, with a benchmark value of VIF (Variance Inflation Factor) and correlation coefficient between independent variables. If VIF is below 10 and the tolerance value is close to 1, multicollinearity does not occur.

The Tolerance value is 0.875 and VIF is 1.143. Because Tolerance $0.875 > 0.1$ and VIF $1.143 < 10$ it can be concluded that in the regression between the independent variables of emotional intelligence (X1) and managerial ability (X2) the performance of the head of TK / PAUD (Y), there is no multicollinearity between independent variables.

Autocorrelation testing is done by analyzing the regression model. Using the Durbin-Watson table for data, we can know the value of $dU = 1.6589$, $dL = 1.3384$ so that $4 - dU = 2.3411$ and $4 - dL = 2.6616$. It is known that the DW value = 2.092, because the DW value = 2.092 then meets $dU < DW < 4 - dU$ which is $1.6589 < 2.092 < 2.3411$. So it can be concluded that the regression model in this study has no autocorrelation.

To find out whether emotional intelligence (X1) has a significant contribution to the performance of the heads of TK / PAUD (Y) in District of Landasan Ulin, using regression analysis with the following hypotheses:

H0: there is no contribution of emotional intelligence to the performance of the head of kindergarten / early childhood education.

The hypothesis tested is H0 provided that:

Reject H0 if significant $F < \alpha = 0.05$

Based on the significance test of the parameters it is known that the sig value of emotional intelligence on the performance of the head of kindergarten / early childhood education is 0,000. Because sig $0,000 < 0,05$, then H0 is rejected. Thus it can be concluded that there is a contribution of emotional intelligence to the performance of the head of kindergarten / early childhood education. The coefficient value of the emotional intelligence variable (X1) is 0.060 and its constants are 3.358, so the regression equation of emotional intelligence on the performance of the heads of TK / PAUD (Y) is:

$$(\hat{Y} = 3,358 + 0,060)$$

The regression equation model above can be interpreted if emotional intelligence is considered constant, then the average performance of the head of TK / PAUD is 3.358. And if there is an increase in each unit on the score of the variable emotional intelligence, it will be able to improve the performance of the head of TK / PAUD in the Landasan Ulin by 0.060. This applies the opposite, if there is a decrease in each unit in the score of the emotional intelligence variable, it will reduce the performance of the head of TK / PAUD in the Landasan Ulin by 0.060.

To find out whether managerial ability (X2) has a significant contribution to the performance of the heads of TK / PAUD (Y) in the District of Landasan Ulin, using regression analysis with the following hypothesis:

H0: there is no contribution of managerial ability to the performance of the head of kindergarten / early childhood education

Based on the significance test individual parameters can be seen that the sig value managerial ability towards the performance of the head of TK / PAUD is 0.020. Because sig 0.020 < 0.05, then H0 is rejected. Thus it can be concluded that there is a contribution of managerial ability to the performance of the head of kindergarten / early childhood education. The managerial ability variable coefficient (X2) is 0.291 and its constant is 2.460, so the regression equation of managerial ability to the performance of the head of TK / PAUD (Y) is:

$$(\hat{Y} = 2,460 + 0,291X_1)$$

The regression equation model above can be interpreted if managerial ability is considered constant, then the average performance of the head of TK / PAUD is 2,460. And if there is an increase in each unit on the managerial ability variable score, it will be able to improve the performance of the head of TK / PAUD in the Ulin Platform by 0.291. This applies the opposite, if there is a decrease in each unit in the managerial ability variable score, it will reduce the performance of the head of TK / PAUD in the Landasan Ulin by 0.291.

To find out whether emotional intelligence and managerial ability together, have a significant contribution to the performance of the heads of TK / PAUD in the District of Landasan Ulin, from the results of the regression analysis as follows:

H0: there is no contribution of emotional intelligence and managerial ability together, to the performance of the heads of TK / PAUD in the District of Landasan Ulin.

Sig value. emotional intelligence and managerial ability together towards the performance of the head of kindergarten / early childhood education is equal to 0.030. Because sign 0,000 < 0,05 then H0 is rejected. Thus it can be concluded that there is a contribution of emotional intelligence and managerial ability together towards the performance of the head of kindergarten / early childhood education. the coefficient of emotional intelligence variable is 0.250 and the coefficient of managerial activity variable is 0.315 and the constant is 2.761. So that the regression equation of emotional intelligence and managerial ability to the performance of the head of kindergarten / early childhood education is

$$(\hat{Y} = 2,761 + 0,250X_1 + 0,315X_2)$$

This means that if there is an increase together with each unit on the score of emotional intelligence and managerial abilities, it will be able to improve the performance of the heads of TK / PAUD in the District of Landasan Ulin at 2,761. This applies otherwise if there is a decrease in each unit on the score of the variable emotional intelligence and managerial ability of the head of the TK / PAUD, it will reduce the performance of the head of TK / PAUD in the District of Landasan Ulin by 2.761.

4. Conclusion and Recommendation

Based on the discussion and research results, it can be concluded that:

1. There is a contribution of emotional intelligence to the performance of the heads of TK / PAUD in the District of Landasan Ulin.
2. There is a contribution of managerial abilities to the performance of the heads of TK / PAUD in the District of Landasan Ulin.
3. There is a contribution of emotional intelligence and managerial ability to the performance of the heads of TK / PAUD in the District of Landasan Ulin.

Based on the conclusions above, it is suggested as follows:

1. Input material for school principals in order to improve managerial skills and have a good level of emotional intelligence so as to improve the performance of the head of the kindergarten / early childhood education itself.
2. The management of the foundation, if it wants to improve the quality of the performance of the principal, the management of the foundation is smart in filtering headmaster officials who are competent in managerial competence and emotional intelligence so as to facilitate improved performance and achieve the education vision and mission at the foundation.
3. For supervisors, they are expected to have broad insight into managerial concepts and emotional intelligence so that they can further improve the quality of supervision in improving, improving and helping to develop the performance of principals.

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